**Professional Growth Portfolio (PGP) Tables:**

**Goal 1: Support broad areas of student growth by providing varied and**

**constructive learning opportunities**

Related Program Goal: Recognize Learning as Valuing and Constructing

*By this we mean:* The program strives to prepare educators who appreciate learning as processes of valuing (that is, recognizing that the knowledge we think worthwhile reflects what we value as a society) and constructing (that is, learning involves unique and active knowledge construction processes by learners, supported by teachers.)

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| **Goal 1 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 1.1 Ensures the participation and success of all students.  1.2 Uses a variety of ways to identify and build on student academic, physical, spiritual and social strengths.  1.3 Uses constructivist principles to guide student learning.  1.4 Analyzes the classroom environment and makes adjustments to enhance social relationships and student motivation/ engagement.  1.5 Provides opportunities for students to demonstrate their understandings in multiple ways. |  |  |

**Goal 2: Affirm dignity and respect for individuals (students, families, colleagues)**

Related Program Goal: Affirm Dignity and Respect for Individuals

*By this we mean:* The program strives to prepare educators who promote dignity and

respect for all.

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| **Goal 2 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 2.1 Creates and maintains a learning environment that encourages and supports the growth and potential of the whole student.  2.2 Provides learning opportunities that recognizes and fosters each pupil’s sense of self worth and dignity while demonstrating caring, compassion, trust and empathy.  2.3 Develops knowledge and understanding of students’ distinct cultural, ethnic and language background and applies it to anti-oppressive teaching practices. |  |  |

**Goal 3: Strive to support social justice and ecological responsibility**

Related Program Goal: Support Emancipatory Action for Social and Ecological Justice

*By this we mean:* The program will strive to prepare educators to address systemic forms of race, gender, ethnic, sexual, ability, environmental, socio-economic (i.e., colonial), and other forms of oppression to achieve social and ecological justice through emancipatory educational theories and practices.

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| **Goal 2 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 3.1 Promotes and engages in the improvement of social and environmental conditions.  3.2 Identifies and ameliorates ways in which socio-economic status affects children, learning and community.  3.3 Demonstrates, shares, and assists students in developing critical insights into current issues.  3.4 Empowers students by assisting in development of understandings of democratic action.  3.5 Develops in self and others understanding of exceptionality and inclusive education.  3.6 Develops in self and others understanding of anti-racist and anti-oppressive approaches to education. |  |  |

**Goal 4: Develop as a critical reflective practitioner who connects practical and theoretical knowledge**

Related Program Goal: Philosophize Educational Possibilities

*By this we mean:* The program will strive to prepare educators to imagine and propose educational theory and practice within visions of the highest aspirations for humankind and the world.

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| **Goal 4 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 4.1 Identifies and understands how education is affected by present day and historical global, local, political and cultural issues (i.e. war, peace, poverty, racism).  4.2 Is a reflective practitioner who continually assesses the effects of instructional choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  4.3 Combines practical and theoretical knowledge with broader life learning to refine a philosophy of education.  4.4 Is sensitive to and engages the unique strengths and learning styles of all students.  4.5 Identifies, defines, and attempts to conduct all dealings and to resolve problems cooperatively with those involved. |  |  |
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**Goal 5: Create a positive community in the classroom and school**

Related Program Goal: Build Communities

*By this we mean:* The program will strive to prepare educator-leaders who engage in relationships that build learning communities and community through learning

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| **Goal5 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 5.1 Builds classroom connections with local, national, and global communities  5.2. Builds inclusive communities across lines of difference (e.g., ethnicity, ability, class, race, gender and family structure) and promotes open communication.  5.3 Works with colleagues in mutually supportive ways and develops effective professional relationships with members of the educational community. |  |  |

**Goal 6: Build instructional competence and strong teacher identity**

Related Program Goal: Engage in Education as Transformative Praxis

*By this we mean:* The program will strive to prepare educational leaders who

recognize their practice as transformative praxis.

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| **Goal 6 Outcomes: The Teacher Candidate…** | **Evidence / Artifacts** | **Analysis/ Interpretation** |
| 6.1 Demonstrates knowledge and confidence in subject matter and knowledge of Saskatchewan curriculum documents and applies these understanding to plan lessons, units of study and year plans using the Broad Areas of Learning and Cross-curricular Competencies.  6.2 Plans instruction using the Adaptive Dimension and resource-based learning to address individual student needs and cultural diversity using a wide repertoire of instructional strategies and methods.  6.3 Incorporates First Nations, Inuit and Métis content and perspectives across all teaching areas.  6.4 Plans and develops engaging and authentic lessons that demonstrate knowledge and confidence in subject matter.  6.5 Incorporates available technology in pedagogically appropriate ways.  6.6 Establishes a classroom environment that supports learning and develops responsible learners.  6.7 Carries out professional responsibilities for student assessment and evaluation.  6.8 Demonstrates capacity to take risks and make mistakes as part of professional growth and accepts constructive criticism in cooperative manner.  6.9 Reflects upon the goals and experience of professional practice, adapts teaching accordingly and demonstrates professionalism at all times. |  |  |